

ELA 8 Unit 5-6 Persuasion Across Time and Space
Activity 7 - Persuasive Paper Peer Rubric Handout

Use this rubric to assess your dyad partner's first draft of his or her essay. It is okay if some aspects of your partner's essay score higher or lower in some areas. Write your scores at the bottom of the rubric. Based on your assessment, provide your partner suggestions for revision.

	Focus of Text	Development of Central Idea	Organization of Writing
6	• The writer's thesis or claim is clear • The writer has an interesting/engaging introduction • The writer's logic is clearly maintained • The writer has an effective conclusion • The writer's voice is appropriate for his/her audience and purpose for writing	• All of the writer's major points develop the central idea • Most points are developed evenly • The writer used effective evidence, such as facts/statistics, explanations, examples • The writer fully explains how evidence supports thesis or claim • The writer includes a counter argument that addresses any concerns that readers may have • The writer's points are logically connected and interrelated	• The writer's structure is clear and appropriate to his/her purpose for writing • All points are appropriately paragraphed and interrelated • The writer ties together sentences in paragraphs and the paragraphs together with appropriate transitions, pronouns, repetition or other devices
5	• The writer's introduction makes his/her topic and thesis or claim clear • The writer's logic is clearly maintained • The writer has an effective conclusion • The writer's voice is appropriate for his/her audience and purpose for writing	• All of the writer's major points are develop the central idea; support may be uneven • The writer developed some details using facts/statistics, explanations and support • The writer explains how the evidence supports the thesis or claim • The writer addresses concerns that readers may have • The writer's points are logically	• The writer's structure is clear and appropriate to his/her purpose for writing • The writer used appropriate paragraphing • The writer's ideas flow • The writer used transitions, pronouns or repetition to tie sentences together



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		presented and connected	
4	• The writer's introduction lists everything that is discussed in the writing • The writer maintains his/her position • The writer's conclusion is clear but may simply restate the introduction • The writer's voice may not be consistent	• The writer develops most main points with details • Support or reasoning may be uneven • Most of the writer's points are logically presented and organized	• The writer's structure is evident • Most major points are paragraphed appropriately • Most of the writing flows from one point to another • The writer's sentences connect to each other in different ways
3	• The writer identifies his/her position somewhere in the text • The writer may not have written enough • The writer's voice shifts to informal or may disappear	• Some major points are developed but support may be general • The writer may have change the topic or support may be unrelated to thesis or claim	• The writer's structure is noticeable • The writer has some appropriate paragraphs • The writing does not flow from one idea to another
2	• The writer's topic may be unclear or may veer • The writer may not have written enough • The writer may have been too informal for his/her audience or may not be aware of the audience	• Most of the support is very general • The writer may have listed his/her points • The writer may repeat the same reasons	• The writer attempted to structure his/her writing but the reader has to work hard to find the structure • The writing has few appropriate paragraphs • The writer's ideas jump around and do not flow
1	• The writing is confusing • The writer did not write enough	• Most of the support is very general • The writer may have listed his/her points • The writer may repeat the same reasons	• The writer attempted to structure his/her writing but the reader has to work hard to find the structure • The writing has few appropriate paragraphs • The writer's ideas jump around and do not flow

Comments about parts of my partner writing that were persuasive:

Suggestions for making the persuasive essay stronger



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